

Idaho School for the Deaf and the Blind
Policies and Procedures
Section: 1200
Subsection: Parent Involvement Policy

Revised June 2006

Reference: No Child Left Behind Act of 2005
Title One, US Code, Sections 1111, 1112, 1116

Purpose:

The Idaho School for the Deaf and the Blind (ISDB) welcomes the participation of parents in support of student learning and recognizes that parental involvement increases the opportunities for student success. The ISDB, in consultation with teachers, the K-12 principal, program administrators, and parents of participating children, will develop agreed upon procedures that facilitate parent involvement and awareness of programs, policies and procedures that influence their child's education.

Policy:

It shall be the policy of this agency to foster and maintain ongoing communication with parents concerning their opportunities for involvement, their children's eligibility for special programs, their children's educational progress, the professional qualifications of their children's teachers, and the status of their children's school.

The ISDB strives to provide such information in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language that parents can understand. To the extent practicable, the ISDB shall also provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 in a format. Communications with parents shall, at all times, respect the privacy of students and their families.

NOTE: Since ISDB runs only a single residence campus located in Gooding, Idaho, the term "school" shall mean the "campus" where ever referred to in this policy. These procedures do not apply to the Outreach Program student/clients who are educated/ served in the mainstream public schools controlled by the Local Education Agencies (LEA's) throughout the state.

Procedures:

A. Consultation: ISDB shall consult parents, teachers, principals, and program administrators of all federally funded programs in the development and revision of the agency's school-wide application for federal funds under section 1112 and in the process of school review and improvement under section 1116 of the No Child Left Behind Act of 2001. The process of school review includes timely publication and dissemination of the results of its annual progress report to parents, teachers, principals, and the school community. It is ISDB's intent that parents of participating children understand the process by which schools are identified for improvement, corrective action, or restructuring, and that parents of children attending such schools are provided promptly with the following information:

A.1. An explanation of what the identification means, how the school compares in terms of academic achievement to other elementary schools or secondary schools served by the local educational agency and the State Educational Agency (State Board Of Education) involved;

A.2. An explanation of how parents can become involved in addressing the academic issues that caused the school to be identified for school improvement;

A.3. An explanation of parents' option to transfer their child to another public school (as applicable), including the provision of transportation to the new school, and information on the academic achievement of the school or schools to which the child may transfer.

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A.4. If the school is in its second year of improvement or subject to corrective action or restructuring, a notice explaining how parents can obtain supplemental education services for their child, including:

A.4.a. The identity of approved providers of those services available within the (Blank) Public Schools; and

A.4.b. A brief description of the services, qualification, and demonstrated effectiveness of the providers; and,

A.4.c. If requested, assistance in choosing a provider.

The ISDB also publishes and disseminates to parents and to the public, information regarding any actions taken by The ISDB to address the problems that led to the identification of a school for improvement, corrective action, or restructuring, including:

- (1) an explanation of what The ISDB is doing to address the problem of low achievement;
- (2) an explanation of what The ISDB is doing to address the problem of low achievement; and
- (3) a description of corrective actions or restructuring plans.

In order to address section 200.61 **Parents' Right to Know** of the Final Regulations of the No Child Left Behind Act, it is the policy of The ISDB to notify parents of participating children at the beginning of each school year that parents may request and The ISDB will provide information on the professional qualifications of the student's classroom teachers and whether the child is provided services by paraprofessionals and, if so, their qualifications.

B. Utilizing Outside Resources: ISDB shall utilize state and local resources to provide technical assistance and other support necessary to in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.

C. Building Capacity: In order to build the capacity for strong parental performance, ISDB shall partner with state and local resources to:

C.1. provide assistance to parents of children served by the school in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments and how to monitor a child's progress and work with educators to improve the achievement of their children;

C.2. provide materials and training to help parents to work with their children to improve their children's achievement

C.3. educate teachers and other staff in how to build, with the assistance of parents, ties between parents and the school;

C.4. ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand; and

C.5. provide such other reasonable support for parental involvement activities under this section as parents may request.

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C.6. The ISDB conducts programs and other activities, such as Family Weekends, Home-School Coordinator, and Student Advocate programs that encourage and support parents in more fully participating in the education of their children.

D. Ensuring Effectiveness: To ensure the effectiveness of parent involvement, ISDB shall conduct an annual evaluation of its parent involvement policy in 1) improving the academic quality of the schools served, 2) including identifying barriers to greater participation by parents in activities authorized under the parent involvement section on the No Child Left Behind Act of 2001. To the maximum extent possible, parents will participate in this evaluation. ISDB will use the findings of this evaluation to design/revise strategies and policies for more effective parental involvement.

E. Parental Involvement: ISDB will involve parents in all activities, to the maximum extent possible, through:

E.1. convening an annual meeting to which all parents of participating children shall be invited and encouraged to participate, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved;

E.2. carrying out capacity-building activities for parents listed in "C" above;

E.3. involving parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the school-wide program plan under section 1114(b)(2).

E.4. ISDB shall provide parents of participating children with the following;

E.4.a. timely information about programs;

E.4.b. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and

E.4.c. (if requested by parents) opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible;

F. School-Parent Compact: As a component of the school-level parental involvement policy, ISDB establishes this school-parent compact that outlines how parents, the entire school staff, and students share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. This compact will;

F.1. identifies that ISDB is responsible to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the State's student academic achievement standards and that parents are responsible for supporting their children's learning.

F.2. establishes the importance of communication between teachers and parents on an ongoing basis through, at a minimum —

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F.3. participation in IEP, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;

F.4. frequent reports to parents on their children's progress; and

F.5. reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

G. Should ISDB be identified for improvement, corrective action, or restructuring, the school will ensure that:

G.1. Parents are consulted in the development or revision of the required two-year school improvement plan;

G.2. The plan includes a description of how the school will provide written notice about the identification to parents of each student enrolled in the school; and

G.3. The plan includes strategies to promote effective parental involvement at the school.

Revised/Approved – June 2006
Harvey W. Lyter III, Interim Superintendent